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## THE EFFECTIVENESS OF FLASH CARDS AT TEACHING MEDIA ON VOCABULARY BUILDING AT SMKS KESEHATAN KELUARGA BUNDA JAMBI IN THE 2019/2020 ACADEMIC YEAR

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### ABSTRACT

English is a foreign language in Indonesia, it is taught from Junior High School to University. One important thing of teaching English is vocabulary. If the students could not master the vocabulary of English given in Junior High School, it possible happens that they will get some difficulties in mastering it in Senior High School. A common stereotype of people about vocabulary is a long list of words from a textbook, a list of spelling words, or even various glossaries that are studied for examination. This situation encourages many practitioners to use a variety of techniques to teach vocabulary. Usually, flash cards were the favorite technique in mind. The researcher interests to appoint this problem by title: *The Effectiveness of Flash Cards at Teaching Media on Vocabulary Building At SMKS Kesehatan Keluarga Bunda Jambi In The 2019/2020 Academic Year*. The method had used in this research was descriptive quantitative. The population of this research was the students of SMKS Kesehatan Keluarga Bunda Jambi. The samples were 36 students of the first years. Consist of 16 male and 20 female. In this research, the instrument used to collected the data are observation, interview, with English teachers and documentation. The score  $r_{xy}$  is 0,580, is bigger than score in level  $5\% = 0,325$  and  $1\% = 0,418$ . It can be described as  $0,325 < 0,580 > 0,418$  in other word, there is significant effect by using flash cards on the student's vocabulary building at SMSK Kesehatan Keluarga Bunda Jambi.

**Keywords:** Vocabulary Building, Flash Cards

### INTRODUCTION

English is a foreign language in Indonesia, it is taught from Junior High School to University. Teaching English in Junior High School as the basis to master English in the future. One important thing of teaching English is vocabulary. If the students could not master the vocabulary of English given in Junior High School, it possible happens that they will get some difficulties in mastering it in Senior High School. Moreover, they consider that English is a difficult subject to understand, as difficult as physics, mathematics, and chemistry. This consideration is wrong. Actually, learning English is easy. In fact, a lot of students take English a course in order to be able to master English well.

Therefore, English is an important language nowadays. For example, many literature are written in English and it need to be translated into Indonesia so many

students can understand it. However, this contradicts the fact that many ways of teaching English are ineffective and with various activities. Then, a teacher can remove the monotonous and uninteresting situation by using various ways of suitable educational aids. Lee and Helen. (1987: 2)

Often teachers in middle schools each week ask students to memorize a glossary of terms. So that the results of students who excel in memorizing lists are considered to be able to master vocabulary. It is believed that their scores on the quizzes and tests are a good reflection of students' vocabulary skills, but the real test is will they still remember the vocabulary in the next few months? Or can they retain the new term they have acquired? But if the answer is "NO", then the whole teaching and learning /testing and practice process is mostly a waste of time and effort.

Therefore, the effectiveness of learning and teaching is not judged by performance, but by outcome (Haycraft, 1993; Brown, 2001; Cameroon, 2001). The result that is taken into account in higher education is the quality of the vocabulary learning value that is taught so that it can be concluded that effective vocabulary learning is vocabulary learning that is well organized and presented clearly and enthusiastically with variety and student involvement as well as extraordinary results.

A common stereotype of people about vocabulary is a long list of words from a textbook, a list of spelling words, or even various glossaries that are studied for examination alone. This situation encourages many practitioners to use a variety of techniques to teach vocabulary. Usually, flash cards are the favorite technique in mind. No doubt this appears to share common childhood experiences of having to "look up words in the dictionary, write definitions, and then write sentences using those terms," but how much of a vocabulary remains unforgettable?

If we lesson state above, a professional of teacher must be used various ways of suitable educational aids in order to the students interested to study and they not get bored when they study. Teaching aids is one of the parts of teaching learning process at school. Therefore, it is expected that professional teacher has a great knowledge of teaching aid. The knowledge of the media will support the teacher's way to make his teaching learning process more effective.

Based on the explanation above, the writers interest to appoint this problem by title “The Effectiveness of Flash Card at Teaching Media on Vocabulary Building at SMKS Kesehatan Keluarga Bunda Jambi in the 2019/2020 Academic Year”.

## **MATERIAL AND METHOD**

The method that had been used in this research was descriptive quantitative. Gay (1992) started that the descriptive was useful for investigating a variety of educational problem. Then Sulyubrata (1990) revealed descriptive method aimed to make systematically, factually, and accurately to the definition above, this study described the teacher’s media in teaching English by using flash cards of vocabulary building subject. The first data collection was carried out by interview and observation with the English teacher in SMKS Kesehatan Keluarga Bunda Jambi.

According to Arikunto population is all of research subject. Then, in the Educational Evaluation Encyclopedia, the population is the set (or collection) of all elements that have one or more attributes. Meanwhile according to Hadi (1972: 4) a population is any group of individuals or a number of people who have at least the same characteristic. The population used in this study were students of SMKS Kesehatan Keluarga Bunda Jambi. Sample is part of population that is investigated and it is assumed to representative. In this study the samples were 36 students of the first years consist of 16 male and 20 female. The instrument used to collect the data are observation, interview with English teachers and documentation. This research has quantitative characteristics. This is used to compare student achievement in vocabulary using flash cards and without flash cards.

## **DISCUSSION**

Based on founded above, we know that the students need some of different condition and different method when teaching and learning process in the classroom, so that the teacher must give some of medias to support and improve the student’s ability especially to mastery of vocabulary subject in order to the teacher easier teach the students in the classroom.

The using of flashcard is very important improve the student’s vocabulary mastery in SMKS Kesehatan Kelaurga Bunda Jambi. It will help the teacher to handle the students when teaching and learning process in the classroom. The using

of flash cards also can help the students in understanding the material and mastery of new vocabulary.

The result of observation at the field about using of flash cards in SMKS Kesehatan Keluarga Bunda Jambi: the teacher easier handle the students in the classroom when teaching and learning process and the students easier receive or understanding the material and mastery of vocabulary by using flash cards (Observation, 25<sup>th</sup> November 2019).

From this observation, it can be concluded that the using of flash cards in SMKS Kesehatan Keluarga Bunda Jambi can be helped the teacher to teach the students and help the students in mastery of vocabulary.

The result of English teacher's interview in SMKS Kesehatan Keluarga Bunda Jambi: I am happy teach the students because I can explain the lesson easily by using flash cards, and the students can be controlled, most of the students understand about the material that I gave. (Interview, 05<sup>th</sup> December 2019).

The result of student's interview of SMKS Kesehatan Keluarga Bunda Jambi: I like study English because the lesson is not boring. My teacher teaches us by using pictures, and it easier to understand the material. (Interview, 06<sup>th</sup> December 2019).

From interview above it can be concluded that the students are very happy in learning of English subject and the teacher easier in teaches the students by using flash cards.

To know is there any significant effect between the students who teach by using flash cards and without flash cards, the researcher collect the score of post-test.

1. Score of post-test treatments class and control class

In this research, the researcher still not satisfaction yet about the result of the test from post-test, so that the researcher done the test from second and third test because she is not sure yet about first of post-test, may be the students get the answer from her friend or look for in her dictionary.

**Table 1.** The Score of Post-Test from Treatment Class

No	Treatment Class	Total Score	Mean
1	First	2579	72
2	Second	2557	71
3	Third	2597	72

**Table 2.** The Score of Post-Test from Control Class

No	Control Class	Total Score	Mean
1	First	2452	68
2	Second	2424	67
3	Third	2448	68

- a. Scores of the first, second and third of the post test of treatment class as followed:

**Table 3.** The Score of First, Second and Third Vocabulary Test Treatment Class  
(x Variable)

No	The Score of Post-Test from Treatment Class			Total	Mean
	First	Second	Third		
1	$\Sigma x_1 = 2579$	$\Sigma x_2 = 2557$	$\Sigma x_3 = 2557$	$\Sigma x = 2583$	72

- b. Scores of the first, second and third of the post test of control class as followed:

**Table 4.** The Scores of First, Second and Third Vocabulary Test Control Class  
(y Variable)

No	The Score of Post-Test from Control Class			Total	Mean
	First	Second	Third		
1	$\Sigma y_1 = 2452$	$\Sigma y_2 = 2424$	$\Sigma y_3 = 2448$	$\Sigma y = 2435$	68

To know the result of  $r_{xy}$  by formulation:

$$r_{xy} = \frac{\frac{\Sigma x'y'}{N} (C_x')(C_y')}{(SD_x')(SD_y')}$$

The result of treatment class and control class as follow :

Variable x:

70	76	69	73	77	68
71	70	74	72	73	75
74	77	73	76	69	75
65	74	70	76	69	74
66	68	66	74	65	73
78	68	69	76	70	70

Variable y :

69	70	68	69	71	61
69	70	70	70	71	65
70	70	69	70	70	64
59	71	69	70	65	69
63	67	68	70	60	66
72	66	68	69	68	67

- c. Determine Range and Interval to prepare Distribution Frequency Table of  $x$  and  $y$  Variable:

Distribution frequency:

Number of data ( $N$ ) : 36

Highest  $x$  Variable : 78

Highest  $y$  Variable : 72

Lowest  $x$  Variable : 65

Lowest  $y$  Variable : 59

$R = H - L + 1$

Range = Highest Score – Lowest Score + 1

$R_x = 72 - 59 + 1 = 14$

$= 78 - 65 + 1 = 14$

$K = 1 + 3,33 \log N (36)$

$= 1 + 3,33 \times 1,556302501$

$= 1 + 5,182487328$

$= 6,182487328$

$= 6$

$i = \frac{R}{K} =$

$i_x = \frac{14}{6} = 2,333333333$

$i_y = \frac{14}{6} = 2,333333333 = 2$

## RESULTS

Based on the examine hypothesis by comparing the  $r$  x  $y$  or  $r_o$  whit  $r$  table in values table "r" product moment that firstly to count  $df = N - nr$ ,  $df = 36 - 2 = 34$ , but there is no  $df$  34 in tables, we use  $df$  34 with  $df$  35 in  $r$  table at significant level  $5\% = 0,325$  and  $1\% = 0,418$ . It can be described as follows:  $0,325 < 0,580 > 0,418$

In facts  $r \times y$  or  $r$  is highest than  $r$  table then  $H_o$  is rejected, and  $H_a$  is received that “there is significantly effect of using flash cards to students’ vocabulary mastery”.

The observations result show that the researcher done toward the teaching and learning process in first grade of STIKES Keluarga Bunda Jambi , it seems that students seldom using of English when they talk with their friend in the classroom because they are still not mastery of vocabulary about their language day. For the next, the researcher also found that the teaching and learning process in the classroom still not effectives yet because the teacher teach the students monotonous, so that the students difficult to understand the material. The teacher only used two method in teaching the students they are direct and indirect method. When teaching the students, the teacher speaks English continually without explains the meaning of their speaking, she does not know that not all the students can catch their meaning. Actually, the teacher known that how is the student’s condition in the classroom before going to study.

Beside that, the researcher also found that the media that used in the school is not effectives yet, the students difficult to understand the material without some of medias that support the students to improve their knowledge especially vocabulary.

## CONCLUSIONS

Based on data collected, can be taken conclusion as follows:

1. The score of the students that are not thought by using flash cards is 2435,  $H=72$ ,  $L=59$  and  $M=68$ .
2. The score of the students that are thought by using flash cards is 2583,  $H=78$ ,  $L=65$  and  $M=72$ , mean that the be students are thought by using flash cards is better than without using flash cards because student’s easy to receive the material and easy to understand the question that given from English teacher the students feel that the picture is facts. So that they can get high score.
3. The score  $r \times y$  is 0,580 is bigger than score at level  $5\%=0,325$  and  $1\%=0,418$ . It can be described as  $0,325 < 0,580 > 0,418$  in other word, there is significant effect by using flash cards on students’ vocabulary building at SMSK Kesehatan Keluarga Bunda Jambi.

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